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The Playground

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SETH THAYER STEWART
EDITOR

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The Playground

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The people of New York and New Jersey are to be congratulated on the dedication of Palisade Park, beginning at Fort Lee and extending fourteen miles up the Hudson. The commission which has secured the establishment of this park deserves the highest praise. The people of New York now have a playground that is worth while, and one which will commemorate in permanent form the great Hudson-Fulton celebration.

In the course of time it is hoped that parks, playgrounds, recreation piers and swimming baths will line the three hundred miles of water front belonging to the city of New York.

Attention is called to the Normal Course in Play recently published by the Playground Association of America, features of which are mentioned in this number of THE PLAYGROUND, page 21, written by Dr. Henry S. Curtis, Secretary of the Committee which prepared the report.

The notices received from normal schools and other institutions in regard to this tentative course of study, will be published in the next number of THE PLAYGROUND.

The editor invites discussion of Tag Day for the advancement of playgrounds, and he will be pleased to publish the results of experiments in various cities throughout the United States. What are the reasons *pro* and *con*? What precautionary measures should be taken, if any, and what are the best forms of raising money for playground purposes in different localities?

We have had several inquiries recently regarding libraries in connection with playgrounds, and should be very glad if the cities having such libraries in connection with their playground work would send us brief statements, so that we can answer intelligently any further inquiries that may come to us in this direction.

SPOKANE PLAYGROUNDS—

THE VALUE OF PARKS.

THE recognized value of parks for the people at large in any city only emphasizes the value of the playground for the children. All benevolent and eleemosynary institutions to be successful must be based upon the principal of doing the greatest good to the greatest number. Surely the small cost of land and equipment for a play-field meets the requirement ideally. The efforts of the city of Spokane, through its Park Commission, have recognized this principle and, I believe, rightly consider the acquisition of grounds for play-fields of equal importance with the acquisition of park grounds. The latter being for the use of men, women and children, as well as to appeal to the æsthetic side of our natures, require very large areas, while the former are strictly utilitarian and for the use of children only, and require only a limited area. The development of the child by healthful play is one of the blessings of this great movement.

The casual visitor to our city nearly always comments upon the fine, lusty, healthy children here. Climatic and hygienic conditions and altitude are of the very best to produce a healthy, vigorous and brawny development in the child, and the use of the play-fields not only furthers and assists this development but is a necessity where these vigorous young folks can cultivate and work off that splendid energy in an intelligent and sane manner.

As an asset in producing good citizenship in the generation to come, too much value can not be placed on the playground movement. The cash value of this movement in conserving the health and morals of our young people are a thousand-fold more than the cost.

C. HERBERT MOORE, Mayor,
City of Spokane.

OUTDOOR EDUCATION.

SPOKANE is to have playgrounds for its children. I wonder if the people of Spokane appreciate what an important department they are adding to the institutions of the city?

Children are the raw material out of which human achievements are developed. The children of to-day are the captains and sages of to-morrow. The success or failure of all civilizations has depended upon the kind of children they produced. Those nations have taken the longest step forward that have made a study of the needs of their younger generations and striven to supply their needs. No investment is so richly and surely repaid as an investment in the health, happiness and education of children.

The playgrounds movement is a movement to encourage the making of such investments. It is not a very old movement, recent enough indeed to be unknown to a great many both in the theory and method of its operation. That it is rapidly becoming more widely known is due to the fact that it has spread and developed with such astounding rapidity and success. All modern, progressive, up-to-date cities aim to have a hand in the playgrounds movement. Nearly every educational and philanthropic leader of the country is directly or indirectly interested in its success. There is a strong national organization of which Jacob Riis is the head, and which publishes an excellent magazine and holds annual conferences.

Resolved to elementary principles the plan is very simple. The movement aims to train boys and girls mentally and physically through the medium of games in the open air. The secret of the success of the games as educational factors lies in the method of following a regularly defined course of training under the supervision of skilled instructors. There is a spiritual value.



C. HERBERT MOORE,
Mayor of Spokane.

SPOKANE PLAYGROUNDS—

too, in the work, because the personality of the instructor and the rules of deportment that he seeks to encourage produce the best possible influence. There is no preaching, no severe discipline, but a quiet atmosphere of high example that accomplishes more than both together. A thoroughly competent instructor speedily becomes a hero to all the children in his class and is able to do almost anything with them. The playground is a school of manners, chivalry, athletic skill, and mental alertness, but a very charming, delightful school under the open sky to which the children throng in ever-increasing numbers.

The amount and type of apparatus and schedule of operation differs with the system adopted in each city. Experience has shown that "supervision"—the men employed to instruct the children and direct the work—is the important consideration. It is customary, however, to at least have sand-pits for the babies to dig in, teeters and swings for the girls and smaller children, parallel bars, climbing ropes, flying rings, jumping standards, quoits, trapezes, baseball and basketball outfits, baths, usually showers, and lockers for clothing. The apparatus is always in use, but a regular schedule of classes is maintained, and this is varied by games and sports that require no apparatus, so that several classes are able to work at one time. This is necessary, as the playgrounds become so popular that it often takes several instructors working hard from morning until night to keep order and direct the plays. A baseball league between the various grounds keeps alive a spirit of keen rivalry and prepares the way for a grand athletic meet at the close of the season. The movement may well be supplemented by winter class work in athletic and arts and crafts activities, in order to keep the organization in good working order.

The playground develops and does not overlap the work of the school and the gymnasium. It is unique in occupying a field between the two which is the most important sphere of influence in the education of children. Results show that while boys and girls look upon schools as posts of duty they hail the playgrounds as pleasure spots. Much that can not be done at all or only poorly done in the schoolroom can be accomplished effectively on the playground with half the effort.

The playground is an institution for all cities. It fills its most urgent need perhaps in the great centers of population, where homes are not of the best and air spaces few. But it is not a requirement of the slum alone. All children need the playground, those of the rich quite as much as those of the poor. Nor does the need of it depend upon the amount of open country that may be near at hand. For, as has been pointed out, the secret of the movement's success has been the "supervision" that has shaped the work to a certain end irrespective of place. Not *play* alone but "intelligent" play, with a definite purpose in view, distinguishes it from all other similar activities. The playground is the connecting link between the schoolroom and the ball field. It is outdoor education.

FRANK PIERSON TEBBETTS.

PARKS.

IN Spokane the playground movement and the campaign for park and boulevard extension are very closely affiliated, and the history of both practically dates from 1905, when Mr. A. L. White, now President of the Board of Park Commissioners, delivered a convincing address before the 150,000 Club of this city, on the value of civic beauty and cleanliness, which resulted in the appointment of a City Beautiful Committee, with the

—SPOKANE PLAYGROUNDS



speaker as chairman. Sub-committees were then appointed to deal with various branches of the work, one being a Committee on Parks and Boulevards and another a Playground Committee.

These committees worked energetically under the personal direction of Mr. White, to educate and interest the public in public playground, park and boulevard extension, and through their efforts a playground association, known as The Playground Association of Spokane, was created and incorporated, and a charter amendment adopted by popular vote at the 1907 general election, creating a non-partisan Board of Park Commissioners, consisting of ten members with the mayor as *ex-officio* member, of which Mr. White was elected president and is now serving a second term.

The establishment of our first playground was made possible by personal solicitation for the use of a piece of vacant ground in the business section of the city some 110 by 100 feet in size, located on a prominent corner. Donations of lumber, hardware and other supplies for constructing the playground apparatus were solicited and obtained until the playground was fully equipped; the lighting being also donated by the Electric Light and Gas Companies.

At the present time there is a tacit agreement between the Park Commis-

sion and the Playground Association, as follows: The Park Commission proposes to purchase playground area wherever possible in the neighborhood of the Public Schools, so that the children may use the playground during intermissions and the general public have the use of the school grounds during the vacation period. The Playground Association intends to organize branches at each of its play fields and to solicit the necessary money to equip same. It is hoped that the school board will provide supervision of the playgrounds during the school year, and arrange to have them supervised during the vacation period through joint action of the three boards.

The Park Commission has already secured three such grounds of from 300 by 350 to 300 by 600 feet area.

It is the intention of the Park Commission to install playgrounds in the Public Parks, and at present in Liberty Park, one playground is now being provided with wading pools, sand boxes with shelter, swings, etc., and a rustic shelter house and pergolas to be covered with vines, provided for the mothers or nurses, where they can rest while the children are enjoying themselves on the playground. A woman supervisor will be in charge of the playground and arrangements made so that

SPOKANE PLAYGROUNDS—

children can be left in her care temporarily, while the mothers are absent. At the other end of the same park a larger place is being equipped for the older boys, where rougher sports can be enjoyed such as baseball, basket ball, hand ball, etc., and it is also hoped that arrangements can be made for the installation of shower baths, for the use of the boys after exercise. In one of the houses on that portion of the grounds, an assembly room will be provided where a story hour can be enjoyed on disagreeable days, and where meetings for discussion of civic matters can be carried on either day or evening. A caretaker will live in the neighborhood so that the buildings will be properly supervised and taken care of.

During the next few years it is to be hoped that at least twenty playgrounds may be established in Spokane, each properly equipped and located from one half to one mile apart throughout the city.

The vital importance of public playgrounds, parks and boulevards is now pretty generally understood and appreciated by the Spokane public, and through the earnest efforts of those who have given their personal services to the advancement of this work, with the support of the entire community to assist them in carrying their plans to a successful issue, it is believed that the near future will show such progress in these important matters as will place Spokane among those progressive cities noted for their practical and beautiful civic improvements.

H. J. GIBBON,
Secretary of Park Board.

THE PLAYGROUND, ITS LOCATION AND SURROUNDINGS.



ONE of the most important questions that Playground Associations are confronted with is the

selection of a fitting place. Frequently the whole neighborhood rises in a monster protest against the selection of a place in their immediate vicinity. A vacant block seems fitting to some, regardless of the surroundings. It is certainly work only half done, when playground paraphernalia are set up and children are gathered there where the next lots are neglected or abandoned, untidy places. What good are efforts in other lines of juvenile work (cleaning day, etc.) when we accustom children to the sight of filth and disorder.

The first and most natural place for a playground is in the surrounding of the school houses. But even they are not always as tidy as they should be. Considering that the main part of the juvenile work is performed in the schools, it is to be demanded that the surroundings of school houses should be just as clean and edifying as the interior of the building itself. Students should be required to put papers or any waste in receptacles that are provided for this purpose so that the ground should not look like an abandoned gypsy camp. Not to speak of cleanliness, school grounds should be laid out properly. They should be planted with trees and groups of shrubbery and even a number of flower beds should be provided in one section in order that the grounds may afford entertainment to differently disposed students.

When grounds are laid out in this way and everything thereon is in its proper place, then the principal will find it worth while to get the cordwood stacked instead of having it unloaded most any way and have it cover many times more ground than its volume would warrant. All these things count a good deal when it comes to teaching children love of cleanliness and good order. And when children are used to play on properly kept grounds they will develop that sense and love for tidiness

—SPOKANE PLAYGROUNDS



1. A WADING POOL; 2. THE WAYSIDE; 3. A. PLAYGROUND.

PROVIDENCE PLAYGROUNDS—

that will make them see the difference in places that are otherwise.

Now a playground should also be a harmonious unit. That is to say, it should provide numerous features that show relation with each other or with the surrounding scenery. Of course, where no natural scenery is to be had, a playground without it, is better than none, a wading pool in the centre of a dead, macadamized square is better than none. But where there is enough love for the youth and understanding of the purposes of playgrounds there should be judicious minds who know how to offer these various delights of children, in somewhat the same way as a bountiful nature provides them in rural districts not without trees and shrubs and birds, and no water without willows or other vegetation surrounding it. A playground on a dead square with just a chicken wire fence is a poor substitute for what the country boys enjoy, playing for a while in the sunshine and then in the shade, now climbing trees then chasing butterflies or wading in a brook, splashing each other, etc. While it does not take a great deal to make little ones happy, it is the lookout of the educator, of all those who take interest in the development of the rising generation to bring children (through their play) in touch with nature and cultivate their love for it, and assist them to learn to appreciate its beauties. The writer knows from his boyhood years that playground apparatus such as swings, teeter ladders, see-saws, climbing poles, horizontal and parallel bars, etc., are certainly great sport, but it fills him with pity and dismay to see it on vacant blocks, temporarily put up and without anything to it that is intended to remind the children of the outside world—the country. If such a place is fenced with chicken wire it would be an easy task to grow moonvine or other annual climbers on it, and this simple

frame of nature would put the children in a garden, whereas otherwise they appear to play in a cage. Surely the playing children don't know what they are missing. But I believe that if such ground were laid off in two sections and the fencing wire of the one was covered with moonvine, the other section would be deserted by the children, more or less.

The modern playground is not a mere combination of apparatus, as the salesman of the factory for teeter ladders would want us to believe, but it is rather an ideal environment for the hopeful youth of a people with high aspirations and ambition.

To-day, not the parents, but the children are the recognized centre of the family. With the children rests the future of the nation. Therefore no means should be spared to give them an ideal training and ideal environments when they are not under the eyes of their parents or teachers, that is, in other words, provide for modern and truly attractive playgrounds.

J. G. SEUPELT,
Park Engineer.

PLAYGROUND FESTIVAL, PROVIDENCE, R. I.

ON August 25, 1909, in Davis Park, Providence, R. I., a Playground Festival was given under the auspices of Mayor Fletcher's Committee. The following program was rendered:

1. Grand march.
2. Song—My Native Land.
3. Folk Dances—Norwegian Mountain March.
4. Soldiers' Chorus.....*Faust*
Co. C, DYER CADETS.
5. Dance—Virginia Reel.
Co. C, DYER CADETS.
6. Sham Battle.
Co. B AND Co. C, DYER CADETS.
7. Selection.
SOCKANOSSET BAND.

—PROVIDENCE PLAYGROUNDS

8. March and Selected Folk Dances.
9. Song and March—Star Spangled Banner.
10. In places indicated by playground color, the following plays shall be given:
 - a. Snowwhite.
 - b. The Sleeping Beauty.
 - c. Princess May and Prince Spring Flower.

YOUNG MEN'S COMPETITIVE GAMES. Regent Avenue entrance.

Preliminaries.

- 3 P. M. Potato Race; age limit, 12 years. 50-yards dash.
- 4 P. M. Championship Basket Ball Game. Between halves of game, Sack Race shall take place.

Finals: Potato Race. 50 yards dash.

Tug of war; age limit 15 years.

Relay Race; age limit 15 years.

THE season of 1909 has been a success and readers may find some helpful suggestions in the story, though Providence feels that it is far from having attained what the Committee desired. The measure of success accorded is due to the personnel of the

workers. Some of the failures are due to the limited authority granted by the city to the Committee. Mary Josephine O'Connor, to whom the city owes much, was appointed Supervisor four years ago by Ex-Governor Dyer, the Founder of the Providence Playgrounds. She is a graduate of the Sargent School of Physical Culture and had some years experience on the playgrounds of both Boston and New York before coming to Providence. She keeps in touch with the National Playground Association having represented Mayor Fletcher at the Pittsburg Congress in November. In June Miss O'Connor was at Wellesley taking notes on picture dancing; and after the closing of her grounds she went to Boston to inspect Dr. Harrington's work. Miss O'Connor's practical methods have made each season an advance on the preceding one. This year she organized a dancing class for her playleaders under Mrs. H. W. Payne, Instructor in Physical Training in the Woman's College in Brown University. The result of Mrs. Payne's work was seen at the Festival when over 500 children took part in 11 folk dances. Those who danced the Irish



FESTIVAL, DAVIS PARK.

PROVIDENCE PLAYGROUNDS—

Lilt were costumed in green. Costuming is more work for the teachers, but it is not expensive and adds to the picture. The girls wore sashes of the school color and the 11 circles surrounding the teacher holding the school banner and dancing with joyous abandon to the music of the band formed an inspiring picture. Some who have travelled much abroad said they had never seen anything prettier.

This year for the first time Miss O'Connor asked that Mrs. Joseph Hesse, a graduate of the Emerson School of Oratory, be appointed Dramatic Supervisor. The success of the outdoor plays, "The Sleeping Beauty," "Snow-white" and "The Princess May" fully justified Miss O'Connor's choice. The elocution of the children was somewhat remarkable, and the costuming and staging were simple and effective. The daily rehearsals at Franklin Park would draw crowds who never seemed to tire of the endless repetition of what they called the "Show." The summer when the children were fairies, princesses, and even queens, will remain a delectable memory for them up to three-score years and ten. Jane Campbell, of Philadelphia, the author of "Princess May,"

was present at the Festival and was pleased with the way her play was presented. It is very sweet and simple and might have been written by Mrs. Molesworth or Mrs. Ewing.

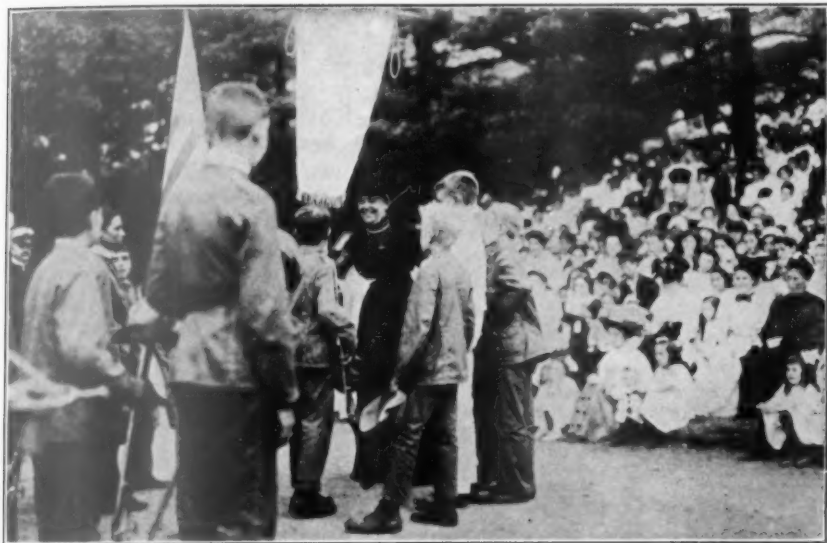
Among the story tellers there was a marked difference, some holding the attention of a crowd daily, and some quite without the knack, in spite of most conscientious endeavor. Perhaps as story tellers are rather born than made, there might be one "wandering troubador" for the grounds whose teachers are deficient in this respect, if they are otherwise valuable workers.

Miss O'Connor met Mr. Warden of the Newark Playgrounds at the Pittsburgh Congress and questioned him all about the cadets which he had on exhibition at the New York Congress last year where they added so much to the interest of the Festival. She found the matter practicable and the Providence Dyer Cadets sprang into being. Mr. Elmer Smith of the Rhode Island College of Agriculture, and Mr. Roy McLaughlin from another military school were the principal drill masters. Mayor Fletcher equipped one company and Mr. McCaffrey another, and another member of the Committee with the aid of



DYER CADETS.

—PROVIDENCE PLAYGROUNDS



FESTIVAL—DAVIS PARK.

ex-Mayor McCarthy and Dr. McDonauld uniformed a third company. Kahki uniforms and wooden guns for a company of 27 boys cost \$72—including three swords for the officers. The drum work was inferior to Mr. Warden's. The competitive drill was Mr. McLaughlin's idea and was quite impressive with the three U. S. officers assisting our own drill masters. The little Red Cross nurses caring for the wounded in the sham battle were effective. The name Dyer Cadets was chosen in honor of the late Governor Dyer the founder of the Providence Playgrounds, and on the Festival day Mrs. Dyer presented the boys with a banner bearing the State seal and the name "Dyer Cadets." Company C, called the singing boys, sang the "Soldiers Chorus" for Mrs. Dyer. The sentiment expressed by the words of the chorus, "Glory and love to the men of old," is shared by every Rhode Islander when the name of Governor Dyer is mentioned.

The singing of the National Hymn printed on the program was a feature of each of the grounds during the summer. The antagonism of the different races is so marked that the lesson

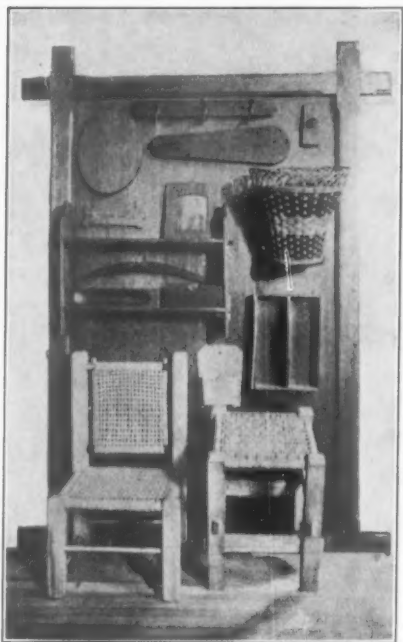
"That men should brothers be

And form one family,"

needs to be enforced in every way; and what children sing filters into the mind and forms character. For this reason it seems unwise simply because street songs are popular to allow them on the playgrounds. Supervision becomes meaningless if leaders only drift after the children! Miss O'Connor plans next year to have a Supervisor of singing.

It is found that both children and parents demand some industrial occupation; the systematized courses in sewing were most popular. Our elementary schools offer no industrial training and it is curious to see bright girls of ten and twelve who do not know on which finger to wear a thimble! To have some industrial occupation offered on the playgrounds seems more popular

WHAT IS A PLAYGROUND?—



MODELS MADE BY CHILDREN.

than to attempt regular vacation schools. The boys sometimes looked longingly at the basket-making going on in the girls yard, after their own chair-caning was finished, and they were glad to net hammocks while waiting their turn at the baths. The Lloyd Center was more than popular. The attendance was phenomenal, often there were more than thirty boys in the class, when there should have been but twenty. Some boys would bring their lunch and alternately eat and braid raffia for their chair seats, during the noon hour in the hall, when locked out of the Lloyd room. The number of models completed was a surprise even to the teacher.

We have twelve play centers, forty-five teachers and an appropriation of \$5,000. We run three baths in school houses in connection with the playgrounds. For the baths there is an additional appropriation.

WHAT IS A PLAYGROUND?

By E. B. DE GROOT,
Chicago.

I KNOW a man who, a few years ago, moved his family out of the city to a suburban town so that two boys might have ample space and opportunity for play. Recently this same man has been the leader of a group of men who have determined that they must establish a playground in their town in order to save their boys. Is this not a contradictory condition of affairs?

The cry in the city is that there is no place or playground in which children may play, and that playgrounds must be provided.

In the suburban town and village where there are open fields, meadows, lake shore, woods and all of nature's tools and materials for every kind of play, the cry is that we must establish a playground for the children.

To add to this confusion, the Congress of the United States recently failed to appropriate the comparatively small sum of \$15,000 for playgrounds for Washington, and in the debate on this subject ridiculed the idea of modern playgrounds.

It must be perfectly obvious that the way out of all this confusion is to find the answer to these two questions:

What is a playground?

What should a playground be?

The answer to the first question is that a playground is a *rallying place* for boys or girls, or both. A playground can not be reduced to less than this and still be a playground except in the case of children too young to wander from their homes alone.

Every city, every suburban town and every country village has its *rallying places* for young people, supplied without conscious provision, and each has, therefore, a perfectly adequate playground system, judged from the point

—WHAT IS A PLAYGROUND?

of view of those who make use of these playgrounds.

These rallying places in the city are the street corners, occupied by saloons from which ooze drunken and profane men; the filthy alleys, the streets in the midst of street cars, horse and automobile traffic; the railroad yards and river docks, for younger children.

For the older children, the penny arcade, the five-cent theatre, the combined saloon and bowling alley, the amusement park and the combined saloon and dance hall.

Note the activities which spring from these rallying places. In the case of the younger children, there is the "jollying" of drunken people who come from the saloons; the flipping of street cars, trucks and automobiles in the street; the chase and sights of the police patrol wagon; the jeopardizing of limb and even life in the railroad yards and at river docks; the teasing of the recent arrival to our shores by calling him a "Shannacher," a "Polock," a "Dago," a "Greaser," a "Turk" (all prefixed with equally harsh and more profane adjectives); fist and stone fights between gangs, and a great deal of mischievous acts which result in running a race with the "cop."

When baseball is not permitted in the streets, stealing second and third base in the game is substituted by stealing fruit from the Greek vendor the second and third time in one hour. The school house windows are about the same size as the home plate, therefore "smashing" three windows with as many stones is the equivalent of pitching three balls over the home plate and striking out the man at the bat.

The activities of the older boys which spring from their rallying places are stealing "junk" which may be sold for money, and which in turn may be used to purchase tickets to shows where they get their "money's worth" in "spicy"

sights and sayings. As they grow older, visits to the cheap and "spicy" theatre increase, visits to the combined bowling alley and saloon are added, and the culminating activity is the frequent visit to the combined saloon and dance hall.

The conclusion, with reference to the city, is that the modern city, just as it exists, represents a marvelous playground system, and one perfectly adequate from the point of view of those who make use of this system.

The question, however, is not whether the young people in the city are satisfied with the present system of playgrounds. The vital question is whether we—parents, teachers and other citizens interested in the common weal, are satisfied.

At this point I might enter into a discussion of great length concerning the connection of the present playgrounds system with juvenile delinquency, but is not the connection so perfectly obvious that "he who runs may read"? The situation in the suburban town and country village is less apprehensive, but still serious, as was suggested in the incident recited of the father who moved his family out of the city so that his boys might have a playground. But here the playground, as in the city, is the rallying place for boys and girls. These rallying places are the railroad station, the drug store with its soda fountain and candy and cigarette cases, the post office, the camp in the woods or in the yard of some boy who has a father who does not complain about the shrubbery being destroyed. One might naturally suppose that the ample school yard in the suburban town would furnish a rallying place for children out of school hours, but such use of the school yard is discouraged by near-by neighbors who "moved to the suburban town for quiet."

The activities of these suburban rallying places are almost as numerous and

WHAT IS A PLAYGROUND?—

little more constructive in their effects than the activities of the city rallying places. Children in the suburban town usually have more money to spend than children in the city, and they use this money to vie with each other in seeing who can drink the most soda and eat the most candy. They pest the railroad station agent and worry the postmaster. After the camp in the woods is completed there is much idleness on the part of the campers—and "Satan finds mischief for idle hands" in camp, as elsewhere.

Perhaps the worst activity of the rallying places in the suburban town is the development of snobbery among the children. Children who live on streets where property values are highest ostracize and haze those who live on streets where property values are lowest. Children who do not wear white gloves at the village functions and boast of several servants in the home receive the same treatment.

Those who are familiar with the activities of the rallying places in the suburban village are able to trace, without effort, a wide breach between these activities and the development of viril, democratic and patriotic citizenship.

Little wonder that the thinking father sells his home and moves back to the city, or else leads the movement in his town for the establishment of a new type of *rallying place* for his children.

The significant question then, both in the city and in the small town, is: What should a playground be?

The answer is that it should at once be a *rallying place* and a place of outlet for all play instincts and tendencies into channels which react upon the players with constructive effect. The first essential is to recognize and make ample provision for the differences in the play instincts and tendencies among children.

The play instincts and tendencies of a group of eight-year-old boys are differ-

ent from those of a group of boys fourteen years old; and the play instincts and tendencies of a group of twelve-year-old girls are different from those of the groups just named. No city or town, therefore, may claim to have met the playground problem adequately unless there is provision for three separate and distinct groups of children.

There should be a rallying place for the exclusive use of young boys and girls together, up to, approximately, ten years of age.

There should be a second rallying place for the exclusive use of girls more than ten years of age.

There should be a third rallying place for boys more than ten years of age.

These three separate and distinct rallying places might be within one large enclosure, or one rallying place might be used at different times by the three different groups; but I insist that this arrangement is fundamental in any adequate playground scheme.

With the rallying places well defined and provided, the next step is to equip each of these places with precise reference to the play instincts and tendencies of each of the groups. Equip your rallying place for the group of boys more than ten years of age with sand bins, blocks and bean bags, and you will defeat your purpose instantly.

Likewise, if you equip your rallying place for the little children with a running track, horizontal bar, spring board and baseball diamond, you will see this space stamped by larger boys, the little children routed, and the point to be gained totally lost.

The matter of selecting equipment for playgrounds should be placed in the hands of those who have had actual experience in such work.

The proper selection of equipment is of great importance, but of greater importance is the matter of selecting a play leader for the rallying place.

—WHAT IS A PLAYGROUND?

The modern playground movement finds its bone of contention in the play leader. Business men, city councilmen and congressmen think it preposterous that any one should be employed to teach or supervise the play of children. *They were not taught to play!* Why should children in this day be taught to play games? In the recent debate in the United States Congress concerning the appropriation for playgrounds in Washington, one congressman wished to know whether the bill presented was a game of "skin the cat" or "skin the treasury." His suggestion was that instead of a play leader there should be a policeman. Another congressman said that he did not believe in "sissyizing" boys in this manner, and still another declared that he "would not see the fiber, the moral backbone, of this great nation undermined by a pampering system imported from abroad."

It is perfectly obvious to any careful observer that there must have been something tremendously lacking in the playgrounds frequented by many of our present day business men, city councilmen and even United States congressmen. It is just as obvious to the careful observer that the present playground movement, carried to its ultimate possibilities, will dispel much fear, now entertained, concerning the fiber and the moral backbone of business men, city councilmen and congressmen in the next generation.

The modern playground, with its efficient play leader, is the best connecting link we have yet discovered between the old and new order of things in the march of civilization. The physical, social and moral development that came to most mature men and women of this day, when they were boys and girls, will not come to this and the next, or perhaps any future generation of children, by the same or similar means.

Co-operation, obedience to authority,

patience, persistency, respect for the rights of others, and many other homely virtues were in the old order of things largely developed by work and pleasures shared with parents.

In the new order of things, which has come upon us so quickly and so completely, it seems impossible to travel any of the old paths of relationship between parents and children.

I therefore repeat that the play leader is the connecting link in this situation. The efficient play leader devises uses of the playground that develop in the children those homely virtues common to the best periods and representatives in American community life.

A playground, then, should be a *rallying place* for a group of boys or girls of approximately the same social, physical and psychological play instincts and tendencies.

The rallying place should be equipped with apparatus and accessories in harmony with these play instincts and tendencies.

The most essential element in the rallying place should be an efficient play leader who should take the place of parents, at the play time, in guiding and directing the child of any age into channels of action which help to make of him a blessing to the family, a social asset to the state and a glory to the nation.

The Frazier School playground, in Syracuse, N. Y., planned by landscape architect J. A. Kessler, was formally opened during the latter part of June. Under the direction of the Superintendent of Parks a system of playgrounds and athletic fields is being developed for the city. One of these centers consists of six acres of land and will provide separate athletic fields and playgrounds for the boys and girls, with a gymnasium, swimming pool, tennis courts, etc.

WASHINGTON PLAYGROUNDS—

WASHINGTON PLAYGROUNDS.

THE officials of the Washington Playground Association are much pleased with the remarkable increase in the attendance at the playgrounds during the last few weeks. At all of the playgrounds during the entire season there has been a greater number of children in attendance than ever before, but under the new regulation of keeping the grounds open all day the attendance during the past few weeks has increased beyond all record. The total attendance at the Garfield Park Playground, for instance, during the past week was 6,303, or a daily average of 1,050, as compared with the attendance for the same period of last year of 1,620 for the week and 271 for the daily average. The attendance for the other playgrounds for the past week compared with the corresponding week of last year has been as follows:

	1909		1908	
	Total for week	Daily average	Total for week	Daily average
Virginia Avenue	3,833	638	1,566	261
Rosedale	4,559	760	836	139
New York Avenue	4,499	750	1,684	280
Juvenile Court	1,925	321	705	117
Fifth and L Streets, S. E.....	3,069	511	788	131
Howard	4,984	830	1,688	281
Neighborhood House	985	164	690	115
Cardozo	5,458	909	1,429	238

The total attendance on all the municipal grounds for the past week was 35,615; total daily average on all the municipal playgrounds for last week was 5,933. For the corresponding week of last year the total attendance for the week was 11,006 and the total daily average was 1,833.

With but two exceptions there has been no complaints received by the playground officials about playgrounds this year. Another remarkable feature of the playground work this season has been the great interest shown by parents. On many of the playgrounds now fre-

quently from twenty to thirty mothers can be found with their children, whereas formerly there were but few mothers ever visited the playgrounds. On most of the playgrounds special swings have been provided for mothers with young children.

The attached comment on Washington playgrounds by an experienced playground teacher of Pittsburg has proven most gratifying to Mr. West, the secretary, and other officials.

"Having seen the playground work in the cities of Boston and Pittsburgh it has been most interesting to observe some of the conditions of the work in Washington. I have been impressed in Washington by the beauty of the Parks and Playgrounds. The children seem very responsive, and to make the most of the opportunities that surely they need as future citizens. They play in a quiet, orderly way, with no rough language or

destruction of material. There seemed to be the real spirit of play, bringing with it all the health, pleasure and profit which that means to children who would otherwise become lawless upon the streets. City children are so limited in space for the right kind of play that they are bound to get into mischief unless they are given what really belongs to every child, a proper place to play, and in public places some one to look after them. Recognition of the needs of the children living in closely built localities demands insight and knowledge of conditions and has its

—WASHINGTON PLAYGROUNDS

effect upon them physically, mentally, and morally.

When children play under proper supervision in these playgrounds they learn many things, and perhaps the best knowledge is to abide by the law, that every thing saves money in other directions. Good playgrounds are real economy for any city, to say nothing of being one of the best investments. Well paid directors are very necessary. Well organized work such as is already started in Washington may be as simple as any Association wishes to keep it.

The work in other cities is more advanced, but nowhere have I seen a finer spirit than has carried on the work this summer. It has been a privilege to have come in touch with it. I have never seen such beautiful playgrounds. The idea of keeping them open all day until dark is splendid. The very practical ideas that have been advanced and tried show that the work is a real need of the city. There is a vast difference between suggesting the way children play and forcing them to enjoy things the way some one else thinks best. There is nothing finer than to see them playing joyously and naturally. The successful director knows how to suggest things so that the children will respond at once. The results of that sort of work can be seen by the observer who appears unexpectedly. This was demonstrated well at Garfield Park when I visited there.

At all of the playgrounds they seemed happy and well cared for, especially in the way of equipment. It was a pleasure to see the mothers enjoying the playgrounds also. The spirit of fairness was very noticeable. If any organization is to grow all the workers should assemble frequently to promote spontaneity and co-operation. The Washington Playgrounds are doing valuable work that should be supported properly and not bring the burden and responsi-

bility upon a few. Such vital work that builds strong foundations for the future should receive proper recognition, and we have much to be proud of in the citizens that have worked so untiringly to give the project a practical basis.

MRS. RICHARD FAY JACKSON,
Supervisor of Kindergarten Dept.
of Pittsburgh Playgrounds, 1907.

BUTTON DAY.

WASHINGTON, D. C., recently had a Button Day, by which \$9,000 was raised. Mr. James E. West, Secretary of the Washington Playground Association, reports that the plan is slightly more expensive than Tag Day, very much superior, in that opportunity for dishonesty is reduced to a minimum.

Each button has a definite money value denoted by its color, and agents are held to a strict accounting. The public was thoroughly informed concerning the value of the different buttons, and were urged not to pay more than the regular price. The buttons were:

Black	10 cents.
Green	25 "
Blue	50 "
Red	1 dollar.
Silver	5 "
Gold	10 "

Nearly 100,000 buttons were placed on sale. Twenty-eight thousand were taken by schools, 25,000 placed on sale by merchants in their stores, and 15,000 sent by mail to doctors, clergymen, dentists, etc. The balance of the buttons were distributed for sale among groups of young ladies who properly chaperoned, were assigned territory in the best residential part of the city, and school boys who disposed of buttons on street cars and crowded streets.

President Taft, of course, gave his

WASHINGTON PLAYGROUNDS—



THE WASHINGTON PLAYGROUND BUTTON.

permission for the use of his photograph and the slogan on the button: "I am for playgrounds."

Mr. West says that "the most remarkable feature about button day was the total absence of any objectionable features or criticisms. It was a great festival occasion * * * and everybody enjoyed it immensely. * * *

The burden of promoting the affair was assumed by a committee of representatives of all the mercantile establishments and advertising managers of the large stores held frequent meetings on devising schemes to interest the public. Most all of the large stores purchased buttons for every one of their employees, and for one week in advance of the day inserted a cut of the button

in their advertisements with the statement. 'We are boosters for button day for children's playgrounds,' or some similar phrase.

The Washington Association has about 35,000 buttons left which they will sell at a nominal price to other Playground Associations wishing to have a Button Day.

Hon. Frank H. Hitchcock has become President of the Washington Playground Association. Although Congress failed to appropriate the money asked for by the Association, the playgrounds were maintained, largely due to the fact that Mr. A. C. Moses, one of the most prominent men of the city deter-

—BOOK REVIEWS

mined that the thing should be done. Mr. James E. West, the Secretary of the Association, has done good work, for which he has not accepted any compensation.

Mr. Eugene H. Outerbridge in discussing the coming campaign in the city of New York, said in answer to the question:

"What do you believe will be the principal issue of the campaign?"

"That depends upon what you mean by 'issue,'" was the reply. "If you mean what will be the most stirring topic which the voters will discuss, that depends upon the locality. In some localities, where the children are on half time, it will be more schools, in other congested localities, where there is no room for the children to play, it will be more playgrounds; in still other congested localities, where the people are without adequate means of travel, it will be rapid transit."

AMERICAN PLAYGROUNDS.

Occupying a prominent position facing the title page of the new edition of "American Playgrounds," is the following in large type. It is an extract from an address by Mr. E. B. DeGroot before the Playground Congress of 1908. The paragraphs indicate the trend of the playground movement toward a wider usefulness than has been generally associated in the minds of most people with that method for public helpfulness. In the light of Mr. DeGroot's statements the publishers of "American Playgrounds" consider themselves justified in calling their product "a pioneer book on public recreation":

"Strenuous as is the life of our people, the great danger in the American city is not in overwork, or in intense work,

but in the relaxation of our people. Not until we care for the relaxation of the nation may we boast of a permanent and virile civilization.

A dangerous tendency lies in the over-emphasis placed upon acquiring playgrounds and the lack of emphasis or even appreciation concerning adequate maintenance and administration after the grounds are acquired.

Chicago's type of playgrounds suggest that the movement is vastly more significant than the common reference to teeters and swings for little children."

AMERICAN PLAYGROUNDS. — Second edition, revised, enlarged, published August, 1909, by The Dale Association, Boston. Price, \$2.00. Edited by Everett B. Mero, with contributions and quotations from 25 authorities. Index, nearly 400 pages, 125 illustrations.

A BOOK ON PLAYING IN SAND.

We all know that children love to play in sand and that they profit in doing so, but it has remained for Dr. Hans Dragehjelm to make a careful study of the subject. This he has done in a way to place all those who are interested in the education of children in a position of indebtedness to him.

The little octavo volume of 131 pages is well illustrated and written. Perhaps I can not do better than give a translation of its table of contents.

CHAPTER I.

THE SIGNIFICANCE OF SAND PLAY

Sand, "Sand, the best pedagogue." The significance of sand play as initial education. The influence of sand play upon the hand of the child, upon his feelings, strength and well being. The influence of sand play upon the imagination of the child.

PLAYING IN SAND—

CHAPTER II.

THE MOST SUITABLE PLACE FOR SAND PLAY.

Where sand playgrounds can and should be located. The duty devolving upon the kindergarten for the introduction of sand play. What should be done for children in the home and outside of the home.

CHAPTER III.

THE LOCATION AND EQUIPMENT OF SAND PLAYGROUNDS FROM A PRACTICAL STANDPOINT.

Sand playgrounds, foundation and play tables. The roofing over of playgrounds and other special devices. The kind of sand best adapted. Supervision, team play and games. Difficulties that may arise.

CHAPTER IV.

THE NEEDS OF THE CHILD AND THE SAND PLAYGROUND.

The obligation to further and lead the instinct of the child toward practical activities. Sand play and art. The self-education of the child in practical work by means of sand play. The outlook of the playground movement.

CHAPTER V.

THE STATUS AND SPREAD OF SAND PLAY IN VARIOUS COUNTRIES.

Germany, Austria, Italy, Spain, France, Switzerland, Holland, Belgium, Denmark, Norway, Sweden, Russia, England, America, Australia.

It is to be hoped that this excellent book will soon be translated into English, but those who wish to anticipate this pleasure by reading either the original Danish or the German translation "Das Spielen der Kinder in Sande" with pictures and introduction by Dr. F. A. Schmidt, of Bonn, Germany, can communicate either with the author, Dr. Hans Dragehjelm, S. Boulevard 76, Copenhagen, Denmark, or his publisher, Mr. Holger Tillge, Citygade 19, also of Copenhagen.

LUTHER H. GULICK.

THE NORMAL COURSE IN PLAY.

AFTER more than two years of work and waiting, the Committee on a Normal Course in Play of the Playground Association of America has at last made its report, which appears in the belated August number of the Proceedings of the Association. This Committee was appointed at the first Congress of the Playground Association in Chicago in the spring of 1907. Prof Hetherington, of the University of Missouri, has been chairman. Twenty-two others, members of university staffs of physical education, distinguished educational authorities, and playground experts, have been members of the Committee.

Perhaps it is just as well that the report has been delayed, because the country now seems ready for it, which was hardly the case two years ago. I judge that the country is ready from what has actually happened. Two summers ago the only course in play which came to my notice was the one given by Dr. Gulick and Miss Beiderhase at the summer school of the University of New York. Last summer play courses were given as follows by:

Mr. Seth T. Stewart, at Teachers' College.

Prof. Myron T. Scudder, at the University of Maine.

Miss Wilson, at Chautauqua.

Mr. E. B. Degroot, at the Chicago School of Civics and Philanthropy.

Mr. Howard Bradstreet, at the New York School of Philanthropy.

Dr. G. B. Affleck, at Silver Bay.

Prof. Clark W. Hetherington, at Lake Geneva.

Dr. Henry S. Curtis, at Harvard.

There were doubtless others. Some of these schools have already announced plans for a large increase of work for next summer. There are preparations for courses during the year at the University of Illinois, at Teachers' College,

—THE NORMAL COURSE IN PLAY

the Y. M. C. A. training schools at Springfield and Chicago, the University of Wisconsin, the University of Missouri and at Dr. Sargent's School of Physical Education, and probably at other places.

There has been very little agreement in the work given this year. There has thus far been no accepted body of material. It is too early to tell whether or not the course just published is going to furnish this; but at any rate it will be a basis for criticism and comparison, a beginning from which a standard course may develop.

Such courses in play are in line with developments elsewhere. There were given in Germany last year, in all, sixty-seven courses in play, of which twenty-seven were for women teachers and forty for men teachers. The *Jahrbuch* was published early in the year, yet it enumerates forty-nine courses already organized for this year.

The report of the Committee outlines three courses. The first of these is for Professional Directors. This is intended to give thorough training and will require at least two years time to complete it. It is a course that only a well qualified school of physical education or a university department of physical education could give. It is designed to prepare those who will take up the direction of play as a life work, either in the capacity of permanent directors of city playgrounds or as supervisors of playground systems. There is already a growing demand in excess of the supply for such trained workers.

The second course is called "An Institute Course in Play." It is designed to be given by summer schools and by playground associations in the training of the workers who have already been employed or who are about to be employed temporarily, probably for the summer vacation. Courses of this kind

have been given during the last three or four years at Baltimore, Washington and Pittsburg and perhaps other cities. The number of cities giving such courses is sure to increase very rapidly with the publishing of the report, and the making available a mass of information that can be used for this purpose. The unskilled workman is surely no more successful in the play field than he is elsewhere, probably less so, for in the playgrounds the novice has not merely the difficulty of not knowing how to do the work, but the further and greater difficulty of not knowing what to do. Cities and associations have generally felt this need of training and many of them will probably make immediate use of the material given in this report.

The third course outlined is for grade teachers. This is intended for introduction into normal schools and to be given as an institute course to regular teachers. As a rule teachers are a notoriously conservative class, and it may be questioned how ready superintendents of schools and principals of normal schools are to take up a more or less systematic treatment of this subject. Nevertheless, nearly all the work given in Germany has been given to the regular teachers. The reasons given by the committee for introducing this course are:

1. That play is the most fundamental activity of childhood and a knowledge of it is essential to an understanding of the child.

2. That it is only through play relationships that the teacher enters into such an intimate touch with the child as to secure strong personal influence over him.

3. That children get their physical, social, and moral education largely through play, and derive from it their most fundamental interests, on which education must largely depend. Conse-

THE NORMAL COURSE IN PLAY—

quently, the conduct of play is becoming more and more a part of the regular work of teachers throughout the world—in Germany, through the conduct of play afternoons, school recesses and the school journey; in England, through the coaching and participation in the games of the children by the teachers; and in America, through the increasing direction of play in recess periods, after school and on Saturdays.

4. That playgrounds, equipped with apparatus, are being provided for many schools and that there is a very general demand for teachers to take charge of these and other playgrounds during the summer vacation.

Much of the work, it is suggested, may be taken in connection with other courses given in the school, as the psychology of play in connection with the work in psychology, etc.

It is thought also that the report will serve not merely for the training of directors and teachers in courses, but that it will be a useful guide to playground associations and workers as well. It is not to be expected that newly formed associations, composed of philanthropic people without technical playground knowledge, will understand very well at first just what they ought to do or how they ought to go about it. To them almost any sort of systematic suggestions, arising from practical experience and study, even if far short of perfection, should be welcome.

There are many who have always thought that all that was necessary to have a playground was to secure the ground. To them it must be a subject for astonishment that so much time and study should be thought necessary for the training of a person for such a simple position as a leader of play. Several years ago, when I was the director of a small playground in lower

New York, a small boy once came to me and said: "Teacher, isn't it funny that you come here and have fun and then get paid for it?" This is very much in line with the popular conception. There is scarcely a playground supervisor, I suppose, who has not had some decrepit individual come to him and urge his disability as his special qualification for a playground position. In the discussion of the estimates for playgrounds in the District of Columbia in the House of Representatives last year, the whole argument turned on the question of supervision, and a learned gentleman from Tennessee remarked: "It is as absurd to teach children to play as it would be to teach the little lambs to gambol on the hillsides." To the public at large the playground has always seemed to be a place, not an idea; it is "a place to play." Cities that would not think of appointing an uneducated politician superintendent of schools, have sometimes appointed people of that type to have charge of their playgrounds. Where they would not think of appointing a teacher without some educational qualifications, they have appointed people to playground positions without enquiring whether they had any qualifications or not. In the presence of this new accumulation of material, it should not be so easy to say either that playgrounds *require* no supervision, or that *any one* is fitted to furnish this supervision. If the Report means anything, it means that in the conception of the committee, the position of playground supervisor may be no less important than that of superintendent of schools, and that it is no wiser to appoint unfit people to the one position than to the other. It means also, that it is no wiser to run a playground system without any definite objects in view or plan to secure them, than it would be to run a school system

—PLAYGROUND HAPPENINGS

in that way; for the educational opportunities of the one are no less than those of the other.

HENRY S. CURTIS,
Secretary of the Committee on
A Normal Course in Play.

PLAYGROUND HAPPENINGS.

A playground association was recently organized in Lancaster, Pa., and on May 1st a Tag Day was held to raise funds for the work during the coming summer. Nearly \$2,000 has been secured.

DETROIT, MICH.

Mayor Breitmeyer, of Detroit, Mich., had a conference on August 28th with Judge William Staake, of Philadelphia, concerning playgrounds. The Mayor is much interested and announced that as soon as it is possible for him to do so, he will work to bring about a playground association.—*Milwaukee, Wis., Free Press*, September 30, 1909.

SAN FRANCISCO, CAL.

The Playground Commission had decided to take up the matter of closing the 320 feet of Jefferson Avenue in the rear of the school property on Cortland Heights, for playground purposes.—*Bulletin*, September 1, 1909.

BALTIMORE, MD.

Baltimore has a novel playground undertaking supported by twenty wealthy families of that city. The plan is to provide a playground for the children of these families.—*Journal of Education*, August 12, 1909.

ST. LOUIS, MO.

The grounds of the Missouri State School for the Blind have been enlarged by the acquisition of two acres,

to be used as playgrounds and athletic fields.—*Times*, September 1, 1909.

PLAINFIELD, N. J.

Councilman Holt reported back the report of the playground committee on September 7th, and recommended that the Mayor be authorized to appoint a commission, as provided by law, to investigate the question of public playgrounds, with a view to establishing such grounds in the city if its decision is favorable.

The consent of the council is not absolutely necessary, as the law provides that the Mayor may form such a commission of his own initiative. Mayor Fisk has referred the matter to the council in courtesy, and hence the recommendation.

The commission would consist of three men who would make their investigations and report to the Mayor and council. They would have no power to make expenditures without the permission of that body.

On being put to vote, all the members favored the proposition.—*Courier News*, September 8, 1909.

Among the essays submitted by the children of the Baltimore, Md., playgrounds on the subject "Are the Playgrounds Worth While?" was the following:

"It makes the mothers of the children who visit the city playgrounds feel happy to know that their children are out of mischief and also are enjoying themselves. It makes the child who takes his little brother or sister to the playgrounds feel happy, because the little one is enjoying itself at the same time he is. It also makes the men and women who go to the playgrounds to watch the children feel happy to see how they are enjoying themselves. Therefore, the city playgrounds make many men, women and children feel happy."—*David Millhauser*.

PLAYGROUND HAPPENINGS—

The Mayor of Salem, Mass., says, "The helpful influence in every direction on the lives of the boys and girls taking part in the benefits of well supervised outdoor recreation does not need to be argued."

At the annual meeting of the National Congress of Mothers held in New Orleans, La., a playground department was organized. The work of this department is to be in the hands of a committee consisting of one representative of each state. Each member of the committee is to be a chairman of a playground committee for her state. Mrs. Warwick M. Downing, of Denver, is chairman of the national committee.

The good work that has been accomplished by Camden's school playgrounds during the summer was demonstrated on September 3d, when fully 1,000 children from all parts of the city participated in a program of games, drills, and sports at Pyne Point Park.

This is the first year Camden has made an appropriation for playgrounds, and the success of the scheme is a subject of gratification to the Playground Commissioners. — Philadelphia Record, September 4, 1909.

Superintendent Emerson, of the Buffalo public schools, declares that he is heartily in favor of opening the school yards for playground purposes during the summer vacation. He says, "I would insist upon adequate and intelligent supervision. There should be a man in charge of each playground, and a woman to care for the smaller children."

Mayor Raymond, of New Rochelle, has appointed a Park and Playground Committee to investigate and report on the question of sites for public playgrounds in each of the wards in the city. In his letter to the Board of Aldermen he said: "I hope that these much-needed playgrounds and athletic fields may be acquired within a short time."

\$10,000 was raised at the recent Tag Day held in Philadelphia by the Playground Association. Tags of different colors were issued. Each tag represented a certain contribution. The school children were not allowed to serve as solicitors. Mayor Reyburn has recommended an appropriation of \$25,000 for a field house on one of the park playgrounds. A special committee appointed by the city council is making a careful study of the playground needs of the city.

FORM OF BEQUEST.

I give and bequeath unto the PLAYGROUND ASSOCIATION OF AMERICA the sum of..... dollars, to be applied to the uses and purposes of the Association, and the receipt of the President and Treasurer thereof shall be a sufficient discharge to my executors for the same.

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- No. 308—Official Handbook, New York Interscholastic Athletic Association.
- No. 302—Official Y. M. C. A. Handbook.
- No. 313—Official Handbook of the Public Schools Athletic League.
- No. 314—Official Handbook, Girls' Branch of the Public Schools Athletic League.
- No. 316—Intercollegiate Cross-Country Handbook.

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Playground Associations

THE NATIONAL ASSOCIATION. The aim of the Playground Association of America is to aid the playground movement by helping local organizations, by furnishing printed matter, loaning lantern slides, counselling with reference to plans and policies, securing speakers, etc.

ITS MONTHLY MAGAZINE, entitled "The Playground," is a propagandist publication. The Association also publishes the Proceedings of its annual congress and reprints articles on all phases of playground work, furnishing them at cost prices to local bodies.

THE FINANCIAL SUPPORT of the Playground Association of America depends entirely on the generosity of interested individuals. It is neither endowed nor subsidized in any way. The Chairman and Secretary of the Playground Extension Committee of the Russell Sage Foundation are temporarily aiding the Playground Association of America without compensation from the Association.

LOCAL PLAYGROUND ASSOCIATIONS are the forces which educate the public to the point where playgrounds are supported by the city.

THE RELATION BETWEEN THE NATIONAL AND LOCAL ASSOCIATIONS is one of harmonious cooperation, but neither contributes financially to the support of the other. Local associations in which ten or more of the members join the National Association may nominate one of their members for election to the Council of the National Association.